Development of Maharoh-Based Arabic Language Curriculum in Traditional Islamic Boarding Schools

by Nurkholis

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ABSTRACT

Arabic language learning in traditional pesantren is especially focused on the language elements, namely nahwu and sharaf, while language skills are not learned. The rapid development of today's times makes people have a desire that even though a student in a pesantren his Arabic language skills must also develop, namely being able to speak Arabic passively and actively. Based on this, the reformulation of the Arabic learning system and curriculum in pesantren is currently an urgent need, so that pesantren are able to keep pace with the rapid development of science, technology and information.

The expected curriculum development is a development that can produce an Arabic learning curriculum design that is more perspective and relevant and can be used as a reference in learning Arabic in traditional Islamic boarding schools, namely in the form of a maharoh-based Arabic curriculum design or Arabic language skills in pesantren, especially traditional pesantren. Development in the goal component is the ability that must be possessed by students in Arabic language skills, namely maharoh istima, maharoh kalam, maharoh qiroah and maharoh kitabah. Development in the material component, namely Arabic material adapted to the four maharoh and related to daily activities. While the development of the process component is found in the use of various strategies and methods by adjusting to the material studied. The development of the evaluation component is to conduct a varied evaluation and adjust the character of the materials taught. The curriculum can be used as a reference for traditional pesantren that have not developed an Arabic curriculum by not leaving the characteristics and initial goals of Arabic in pesantren, namely Nahwu and Shorof materials, so that students who learn Arabic in Pesantren are not only able to master the structure of the language but also able to master their Arabic language skills.

Keywords: *Development, Arabic Curriculum, Islamic Boarding School*.

A. Introduction

Islamic boarding schools or known as pesantren in Indonesia is currently growing so rapidly and there are various learning systems and types. Islamic boarding schools are centers of learning and preaching that have played an important role because they are the oldest learning and education system in Indonesia.[1] Pesantren develops as Indonesia develops while supporting inclusive religious understanding. On the other hand, pesantren also maintains and takes care of the traditions of the local community as a support for the sustainability of the community. The challenge of pesantren is that along with the development of modernity, it certainly cannot escape from this dynamic. On the contrary, Islamic boarding schools are really required to improve, adapt themselves and synergize with all the basics and traditions of Islamic boarding schools that are good and always relevant to current conditions.[2]

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[1] Azhari, The *Existence of the Salafi Islamic Boarding School* System *in Facing the Modern Era*, Islamic Studies Journal, Vol.2 No.1 of 2004. p.53

[2] Ismail Suardi Wekke, Pesantren Tradition in the Construction of Arabic Language Curriculum in West Papua Muslim Minority Educational Institutions, (Karsa Journal, Vol.22 No.1 June 2014)

Generally, Islamic religious sciences are taught in Islamic boarding schools, including Arabic which is focused on nahwu sharaf, even some Islamic boarding schools make it the main material that must be mastered as a basis to be able to read and study yellow books that contain Islam. The Arabic curriculum in traditional Islamic boarding schools is especially focused on the language elements, namely nahwu and sharaf, while the language skills are not studied. Based on the results of interviews with several administrators or leaders of Islamic boarding schools, information was obtained that the majority of Arabic language learning in Islamic boarding schools, especially traditional Islamic boarding schools (not modern Islamic boarding schools) has the same goal, namely for students to grammar or sentence structures in Arabic which then with these abilities students can read classic books or those famous for yellow books in language Arabic and contains Islamic sciences. As for the learning system, each pesantren organizes classical learning which is then called early education, by grouping students according to their level and ability, starting from the ula or ibtida' (beginning class) wustho/tsanawiyah (intermediate) and ulya/aliyah (high level).

Islamic boarding schools are currently required to have a curriculum that has a more integrative and comprehensive scientific perspective between the fields of religious sciences and world sciences that are able to develop Skill, Knowledge and Ability (SKA) competencies. Students must be equipped with various abilities in accordance with the demands of the times and the ongoing reforms, in order to answer the challenges of globalization, contribute to community development and social welfare, be flexible and adaptive to various changes. The failure of pesantren education in producing student resources who have skills in the field of Islamic sciences and mastery of technology synergistically has implications for the congestion of the potential of pesantren capacity as one of the agents of social change in participating in supporting the nation's social transformation process.[3]

Education requires development for the advancement and smooth process of the activities carried out. The curriculum as one of the most important parts of education, must be prepared and implemented properly, so that it will achieve satisfactory results in accordance with the expectations of all parties. This is where curriculum development is indispensable in education, in this case pesantren. Development here is defined as an activity or series of activities in the form of a process of managing the cooperative business of human groups that are members of educational organizations, in order to achieve educational goals that have been set previously, so that they are effective and efficient.[4]

Several researchers conducted research on the development of the Arabic curriculum, such as Ahmad Muchlis who researched the development of the Arabic curriculum in the MTs who described the development of the Arabic Language Curriculum based on subject classes which was later called the Arabic subject class curriculum, by developing the existing curriculum with the addition of lesson hours and teaching materials for PAI and Arabic. That is, the original 11 hours of lessons became 24 hours of lessons. This addition is used to study

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[3] Masyhud Sulton and Khusnurridho, *Management of Islamic Boarding Schools*, (Jakarta: Diva Pustaka, 2003) p.17

[4] Burhan Yusuf Habibi, *Development of Arabic Language Curriculum as a Foreign Language Subject in Senior High School (SMA)*, (Arabia: Journal of Arabic Language Education, IAIN Kudus, Vol 8 No.2 July-December 2016)

nahwu, sharaf, tafsir and other classical books.[5] Research related to the development of the curriculum in Islamic Boarding Schools was also carried out by Amir Mahmud in 2014, namely on the Dynamics of Educational Curriculum Development in Rifaiyah Islamic Boarding Schools, with the results of the research explaining that the Islamic boarding school curriculum was initially aimed at religious learning as a support for worship, religious education was more emphasized on *tafaquh fi al din* rather than the full relevance of religion and the challenges of modern society. In the development of the times, pesantren develops their learning, not only religious knowledge but general sciences and skills outside religious skills, this development is realized by forming formal education or madrasah, vocational schools, even some pesantren have developed their curriculum to universities.

The reformulation of the learning system and curriculum in Islamic boarding schools is currently an urgent need, due to the rapid development of science and technology. Islamic boarding schools are required to produce Muslim intellectuals who are not only capable in the religious field, but also able to keep up with the development of science and technology that continues to develop. In line with this, students or alumni of Islamic boarding schools are required not only to be a person who understands religion textually, but also to be able to understand technology, information and communication, because currently all aspects of life cannot be separated from this.

Arabic is included in one of the international languages used by several countries to communicate both in the world of education and industry or trade, therefore learning Arabic is not enough only on the language elements alone or better known as nahwu and sharaf. Currently, it is necessary to learn language skills as well, namely *istima'* (listening), *kalam* (speaking), *kitabah* (writing), and *qiraah* (reading), these four skills if learned and applied properly will improve the ability to communicate with Arabic. Santri (the name of peseta didik in Islamic boarding schools) as the forerunner of Muslim intellectuals is expected to have knowledge and also the ability to keep up with the times, as well as Arabic, students are expected to be able to master it as a whole, both language elements and language skills. So that they are able to communicate well so that they can develop their knowledge more broadly. One of the efforts that can be made is to develop a curriculum. Based on this, the author is motivated to conduct research on the development of the Arabic curriculum, with the research problem is, how to develop the maharoh-based Arabic curriculum in traditional Islamic boarding schools, with the purpose of the research is to find out how the steps to develop the Maharoh-based Arabic curriculum in traditional Islamic boarding schools.

This study is library research. The research method used in this study is *Research and Development* or development research, which is research used to produce a certain product and to improve a product with the reference and criteria of the product made so as to produce a new product through various stages or testing, according to Borg and Gall (1983) is a process used to develop and validate educational products.[6] The development model in this study uses a descriptive procedural model developed by Borg and Gall namely with the following steps:

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[5] Ahmad Muchlis, *Development of Arabic Language Curriculum at MTsN Sumber Bungur Pamekasan*, (Okara: Journal of Language and Literature, IAIN Madura, Vol.9 No.2 of 2015).

[6] Punaji Setyosari, *Research Methods of Education and Development* (Jakarta: Prenamedia, 2013), p. 276

Research and information collection, planning, product development, initial field test, initial product revision, further field tests, revision of operational products, operational field tests, revision of the final product, dissemination and implementation. The steps in this research are divided into three stages, namely: preliminary study, model development, model validation. The steps in this development research are not up to the final stage, only to the model development step.

The curriculum development model used in the development of the Arabic curriculum in Islamic boarding schools is the model developed by Olivia, a curriculum expert among several curriculum experts who made a curriculum development model. The steps developed in Olivia's curriculum development model consist of 12 components that are interrelated with each other, namely: Establishing the basis of the philosophy used and the view of the nature of learning by considering the results of the analysis of the general needs of students and the needs of the community, analyzing the needs of the community where the school is located, formulating the general goals of the curriculum based on needs, formulating curriculum specific objectives which are an elaboration of curriculum objectives, organizing curriculum implementation designs, describing the curriculum in the form of formulating general learning objectives, formulating learning specific objectives, determining and selecting learning strategies that are possible to achieve learning objectives, selecting and perfecting assessment techniques that will be used to implement learning strategies, evaluating learning and evaluate the curriculum.

B. Results and Discussion

Overview of Traditional Islamic Boarding Schools

Some time ago, it was easy to distinguish between traditional Islamic boarding schools and modern Islamic boarding schools, both in terms of buildings and curriculum, in contrast to today because Islamic boarding schools have experienced very extraordinary development, so the difference is now very small. Several experts provide different definitions and classifications of Islamic boarding schools. Some classify it as traditional, semi-modern and modern Islamic boarding schools, but there are also those who classify it as traditional and modern only. The classification of Islamic boarding schools is taken based on the building and also the curriculum they use. According to Abdullah Syukri Zarkasyi, argues that since the establishment of pesantren to its development today, pesantren can be categorized into three forms, namely: *First*, traditional pesantren that still maintain old traditions, book learning, to the problems of sleep, eating and toilets, and the books are commonly called yellow books. *Second*, semi-modern Islamic boarding schools, which are Islamic boarding schools that combine traditional Islamic boarding schools and modern Islamic boarding schools. The learning system in addition to the traditional pesantren curriculum in the study of classic books also uses the curriculum of the Ministry of Religion and the Ministry of Education. *Third,* modern Islamic boarding schools whose curriculum and learning system have been arranged in a modern manner as well as their management. In addition, according to Zarkasyi, modern Islamic boarding schools have been supported by adequate IT and foreign language institutions

(Zarkasyi, 1998). Including Ma'had 'Aly is categorized as a form of modern Islamic boarding school.[7]

In the Arabic learning system, the majority of traditional Islamic boarding schools do not want to abandon or eliminate Nahwu and Shorof learning, even the learning method used, namely the memorization method, has not changed for a long time. This is because there is a belief factor that exists in the kiayi and students, that when studying certain books with full diligence will get blessings in their knowledge. The concept of the blessing of knowledge is intended to gain understanding and benefits from the knowledge learned, so that without the development or innovation of learning methods, it is considered good enough and can achieve the desired target. However, the existing reality shows that the current curriculum development is urgently needed to meet the needs of the community and face the rapid development of science and technology.

Curriculum Development Steps

As stated at the beginning, in developing the curriculum there are many steps or models put forward by experts, while in the development of the Arabic curriculum in Islamic boarding schools, the model that is considered the most appropriate is the model put forward by Olivia with 12 steps which will be described in the following description:

1) Establishing the Basis for Curriculum Development

In the development of the Arabic language curriculum in pesantren, it is determined by considering four foundations, namely:

The Philosophical Foundation, in one of the schools of philosophy, states that what is very influential in the world of education today is the philosophy of constructivism. Constructivism holds that knowledge is a human construct through interaction with objects, phenomena, experiences, and the environment. A knowledge is considered correct if it can be useful to face and solve appropriate problems or phenomena. In the view of constructivism, knowledge cannot be simply transferred from one person to another, but must be interpreted by each person himself and each person must construct his or her own knowledge. Knowledge is not something that has already been made, but a process that is constantly evolving. In that process, the activeness of a person who is curious plays a very important role in the development of his knowledge.[8]

Arabic has two functions, first as a means of communication and second as a means of learning the teachings of Islam contained in the Quran and Hadith as well as other books. According to this view, Arabic language learning is directed to encourage, guide, develop and foster abilities and foster a positive attitude towards Arabic, both receptive and productive. This ability is very important in helping students to understand the teachings of Islam from their original sources, namely the Qur'an and Hadith, through authentic Arabic classics. Thus, it is hoped that students can understand Islam precisely, correctly and deeply and be able to communicate this understanding in Arabic orally and in writing. In the development of the

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[7] Imam Syafe'I, *Islamic Boarding School: Character Building Educational* Institution (al-Tadzkiyyah: Journal of Islamic Education, Volume 8, May 2017)

[8] Paul Suparno, *Philosophy of Constructivism in Education*, (Yogyakarta: Kanisius, 1997) p.34

Arabic language curriculum in Islamic boarding schools, the philosophical foundation is the ability of students to master the Arabic language actively.

Socio-cultural foundations, socio-cultural and religious realities in people's lives are the basic ingredients in the study of curriculum development. The pesantren environment is recognized as very good for developing the potential of students because all the material studied is oriented to the yellow book. So that students are required to be able to master the yellow books, all of which are in Arabic. However, Arabic is not only a medium for understanding books that are the source of Islamic law but also has a social aspect. Arabic has a wealth of meaning *(great language)* which is a representation of the socio-cultural aspects of the Arab nation. The development of the Arabic curriculum is urgently needed to prepare students to have communication competence with the international community.

The foundation of science, the rapid development of science, information and technology must be used as the basis for curriculum development. With the rapid development of technology and information today, Islamic boarding schools must be able to utilize it for the development of the Arabic curriculum. Technology can be used to the maximum, so that Arabic can be mastered quickly and easily by the students.

The foundation of community needs, in curriculum development, must be emphasized on individual development which includes its relationship with the local social environment, especially the current and future needs of the community, in line with the demands of the situation and conditions of the community. Based on this, the mastery of Arabic in Islamic boarding schools must be able to harmonize with the needs of the current community which demands the ability of students to speak Arabic communicatively.

2) Analyzing Community Needs

After establishing the foundations in curriculum development, the next step is to explore information and analyze the needs of the community for the urgency of students' abilities in mastering Arabic. Based on the phenomenon that has occurred recently, in choosing an educational institution for their children, many people make pesantren as a foundation and hope, this is because the community considers that pesantren is the right educational institution to form a reliable Muslim generation as the successor of the Islamic struggle both in terms of science and teaching. In addition, other abilities as a support such as the ability to master technology, information and communication are also expected to be possessed by the students. This is currently inevitable, along with the rapid advancement of technology, information and communication. The development of Arabic language skills for students basically arises because of the need to meet various needs, both the needs of the students to improve their abilities, as well as the ability of Islamic boarding schools to increase their competitiveness with other developed institutions. The teaching of Arabic language skills also arises because it is to meet the needs of individual students, institutions, and the community.

The community, in this case is a stakeholder and user of Islamic boarding school graduates, currently many hope that Islamic boarding school graduates will not only master religious sciences, but also technology and other skills. Likewise, in mastering Arabic, the community has assumptions and hopes that students can communicate using good Arabic, so that they are able to communicate with tourists and investors from the Middle East or Arabics people.

The government through the Ministry of Religion also pays full attention to the importance of developing the Arabic Language through the Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning Competency Standards and Content Standards for Islamic Religious Education and Arabic Language stating that the objectives of Arabic subjects are: developing the ability to communicate in Arabic, both oral and written, which includes four language skills, namely listening (*istimâ'*), speaking (*kalâm*), reading (*qirâ'ah*), and writing (*kitâbah*). Fostering awareness of the importance of Arabic as one of the foreign languages to become the main tool for learning, especially in studying the sources of Islamic religious teachings. Develop an understanding of the interconnection between language and culture and broaden cultural horizons.

3) **Formulation of General Objectives of the Arabic Language Curriculum in Islamic Boarding Schools**

Arabic is a subject that is directed to encourage, guiding, developing, and fostering abilities and fostering a positive attitude towards Arabic both receptive and productive. Arabic language skills and a positive attitude towards the Arabic language are very important in helping students communicate with Arabic in daily life and understand the sources of Islamic teachings, namely the Qur'an and hadith, as well as Arabic books related to Islam. In terms of rules and sentence structures in Arabic, there is a study of the basics of Nahwu and Sharf science which aims to make students familiar with the structure of words and sentences and be able to identify the syntactic function of words (*mawaqi'ul kalimah minal i'rab*) contained in Arabic sentences, so that they able to apply it in understanding simple Arabic texts. Another goal in learning Arabic is that it is hoped that students will not only know and identify, but also be expected to be able to understand, dive and apply the knowledge of nahwu and sharf to be used in accessing various Arabic Islamic books that are their study references.

The Arabic language subject at the pesantren also aims for students to have linguistic competence, communicative competence, and cultural competence, which are needed to be able to communicate actively in Arabic, both oral and written, both interpretive, presentational, and interpersonal.

4) **Formulation of Special Objectives of the Arabic Language Curriculum in Islamic Boarding Schools.**

The purpose of learning Arabic in salaf Islamic boarding schools or traditional Islamic boarding schools, the majority is to maximize students in understanding the structure of the Arabic language or Nahwu and Sharaf, with the final goal expected to be the ability of students to read turats or yellow books in Arabic and contain Islamic religious knowledge. Meanwhile, in the development of this Arabic curriculum, in addition to being able to read turats books, the ability that is expected to be obtained by the students is to be able to actively communicate with the Arabic language. In particular, the purpose of Arabic in pesantren aims to: equip students with the ability to master language components related to sounds, vocabulary (contextual *mufradat*, *ibarat ishtilahiyyah*), practical and functional tarkib. Equipping students with four Arabic language skills, especially speaking and writing skills, which can be actively applied in carrying out communication in Arabic at Islamic boarding schools. Develop oral and written communication skills with native Arabic speakers in the context of daily life. Understand the analysis of word forms and patterns of relationships between words in Arabic as a means to explain the grammatical meaning of a speech. Understand and produce Islamic

texts in Arabic, both oral and written, through the application of grammatical knowledge. Fostering students' awareness of the importance of mastering Arabic as a tool in exploring Islamic religious sciences and in carrying out their duties as candidates for *ulama mutaffaqqihun fi al-din*, as well as developing an understanding of Islamic Arabic culture and engaging in cultural diversity.

5) Organizing curriculum implementation designs.

Curriculum implementation is the process of realizing or implementing the development of the curriculum. The process of curriculum change that starts from the pesantren leaders or pesantren administrators is then followed by individual and group interactions to convince the ustadz to have an understanding of the changes, such as goals, missions and strategies that will be carried out to obtain results that are close to achieving ideal educational goals. Implementation is an important part of curriculum development in Islamic boarding schools, namely as a process to realize the desired changes. Innovation initiators or curriculum developers need to have intense interaction with ustadz as educators, and pesantren leaders, until they understand the benefits of change if changes are made, or disadvantages if changes are not made. This step is the implementation of a curriculum that is not simple, because it requires comprehensive readiness, both the readiness of the ustadz, students, facilities, materials and costs, besides that also the managerial readiness of the pesantren leaders or local administrators.

There are three stages in the learning process or curriculum implementation, namely; The learning process planning stage, at this stage a teacher must make preparations, namely in the form of planning which includes: studying the structure and distribution of discussions in the syllabus, compiling special learning objectives (indicators); organizing materials, preparing lesson plans (RPP); establish methods, and media, and prepare evaluation procedures and tools. The learning implementation stage, at this stage, is the delivery of curriculum content to students using approaches, methods and media so that the learning content can achieve the learning objectives that have been outlined in the preparation (RPP). In general, at this stage it is divided into three activities, namely: initial (preliminary) activities; core activities, and final activities (closing). This will all be formulated in the design of the Arabic curriculum development on the process standards.

Learning Evaluation Stage, Evaluation is feedback from the entire learning program starting from planning, implementation to the evaluation itself. In addition, the evaluation of knowing the learning outcomes of students in the context of remedial or acceleration So at this stage, the evaluation is carried out in two dimensions, namely: evaluation of learning outcomes (products) and evaluation of learning programs (processes).

6) Describe the curriculum in the form of a general purpose formulation

In the curriculum, there must be a general purpose of learning, which is a general reference in the target of learning. The general purpose of learning Arabic in Islamic boarding schools is to encourage, guide, develop and foster abilities and foster a positive attitude towards Arabic, both receptive and productive. Receptive active ability is the ability to understand other people's speech and understand reading. Active productive ability is the ability to use language as a means of communication both orally and in writing. Arabic language skills and a positive attitude towards Arabic are very important in helping students understand the sources of Islamic teachings, namely the Qur'an and Hadith as well as Arabic books related to Islam for

students. For this reason, Arabic in madrasas is prepared for the achievement of basic language competencies which include four language skills that are taught integrally, namely listening *(maharatu al-istima')*, speaking *(maharatu al-kalam)*, reading *(maharatu al-qira'ah)* and writing *(maharatu al-kitabah)*. The elements of language (sounds, words, meanings and grammar) are taught implicitly in the teaching of the four language skills.

7) **Describe the curriculum in the form of a formulation of special learning objectives**

In the learning process, general goals and specific goals of a subject are needed by adjusting the general objectives and existing competency standards. The specific objectives of learning Arabic at Islamic boarding schools are: Developing the ability to communicate with Arabic, both oral and written, which includes four language skills, namely listening *(istima')*, speaking *(kalam)*, reading *(qira'ah)*, and writing *(kitabah)*. Fostering awareness of the importance of Arabic as one of the foreign languages to be the main tool of learning, especially in examining sources of Islamic teachings and communication tools in international relations. Develop an understanding of the interconnectedness between language and culture and broaden cultural horizons. Thus, students are expected to have language competencies that include grammar, discourse, strategy, sociology and culture. Develop the ability to understand, study and contextualize the turats (yellow book) through mastery of aspects of the form, meaning, function and grammatical arrangement of the Arabic language.

8) **Establishing and selecting learning strategies**

According to Mustofa, the learning strategy includes five components, namely: preliminary learning activities, information delivery, student participation, evaluation, and follow-up activities.[9] These components will be broken down as follows:

Introductory Learning Activities.Introductory learning activities are the methods and efforts of teachers chosen in explaining learning objectives and making perceptions. In this preliminary activity, teachers are expected to attract students' interest in the material that will be delivered within a certain period of time, this part plays an important role because it explains the overall learning process. Preliminary activities can be carried out with several techniques, including explaining the specific learning objectives that will be achieved by students and their perception to develop students' old knowledge and be associated with new knowledge to be learned.

Submission of Information, This activity is carried out in the classroom or outside the classroom in a series of teaching and learning processes. In conveying this information, it takes the expertise of a teacher to concoct it into an interesting and fun activity, so that in transferring knowledge a conducive situation is created. This can increase students' motivation to learn. Things that must be considered when carrying out information delivery activities are: The order of material delivery must be sequential, for example from theory to practice or vice versa, starting from easy to more difficult, as well as from concrete to abstract. The scope of the material depends on the characteristics of the students and the type of material that has been drawn at the time of determining the learning objectives, and the material presented includes material in the form of knowledge (in the form of detailed facts and information), skills (in the form of steps, procedures, circumstances, and certain conditions), and attitudes (in the form of opinions, ideas, suggestions, responses).

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[9] Syaiful Mustofa, *Innovative Arabic Learning Strategy*. (Malang: UIN-Maliki Press 2011).p. 23

Student Participation, the current learning process of students must have a more important role. This means that students are required to be more active in the learning process. To make these students active, the right strategy design is needed. Student participation can be in the form of direct practice or providing exercises that lead to the formation of students' attitudes and mentality.

Evaluation, Evaluation needs to be carried out to measure the success of the learning process that has been carried out, evaluation can be in the form of feedback carried out by the teacher at the end of the learning process that takes place, or in the form of pretest, or in the form of providing test questions. The evaluation given can be in the form of an oral test or a written test.

Follow *up activities*. This follow-up activity needs to be carried out by teachers in order to create continuous learning. This form of follow-up activities can be in the form of giving homework assignments (homework), positive activities, joint assignments or group assignments, and so on. However, this follow-up activity should not be forced, teachers must pay attention to the physical and psychological conditions of students and existing materials, so that there is a counterproductive learning process.

According to Mager, there are several criteria that can be used in choosing a learning strategy, namely: Oriented to learning objectives, which is related to what type of behavior is expected to be achieved by students, for example compiling a learning analysis chart. This means that the closest and most appropriate method desired by the specific teaching purpose is practice or hands-on practice. Then choose a learning technique according to the skills that are expected to be possessed while working, students are required to be good at programming computer data (programmer). This means that the most likely method to use is practicum and case analysis or problem solving. Furthermore, use learning media that provide as much stimulation as possible to students' senses.[10]

9) Selecting and Refining Assessment Techniques.

The next step in curriculum development is to select and improve assessment techniques, namely choosing appropriate assessment techniques and can be used as a reference to determine the level of students' ability to master the material. In order for the assessment technique to be maximum and in accordance with the learning objectives, it is necessary to pay attention to the following things:

a. Educational Assessment Standards.

In Government Regulation (PP) Number 19 of 2005 concerning National Education Standards, 8 (eight) education, one of which is the assessment standard. The purpose of educational standards is to guarantee: Planning student assessments in accordance with the competencies to be achieved and based on the principles of assessment; The implementation of student assessments is professional, open, educational, effective, efficient, and in accordance with the socio-cultural context. Reporting the results of student assessments in an objective, accountable, and informative manner.

The three objectives above are very possible to be developed and implemented in religious educational institutions, because the core of the characteristics of religious madrasas

[10] Sunhaji, *Learning Strategies: Concepts and Applications*. Journal of Alternative Thinking in Education, 2008) (Online),(https://insaniaku.files.wordpress.com/2009/06/8-strategi-pembelajaransunhaji.pdf)

has been accommodated in goal number 2 (two), namely in accordance with the social and cultural context, meaning the orientation of religious educational institutions that meet the demands of the community (social) and respect the Islamic culture that develops in society.

Educational assessment standards are criteria regarding mechanisms, procedures and instruments of student learning outcomes. Educational assessment as a process of collecting and processing information to measure the achievement of student learning outcomes includes: Authentic assessment is an assessment that is carried out comprehensively to assess starting from inputs, processes and outputs of learning. Self-assessment (muhasabah an nafs), is an assessment carried out by students themselves reflectively to compare their relative position with the criteria set by the educational institution. Exams are a process carried out to measure the achievement of student competencies in a sustainable manner in the learning process, to monitor and improve student learning outcomes. Daily exams are activities that are carried out periodically to assess the mastery of students' competencies after completing one or more subjects. Mid-semester exam (UTS), which is an activity carried out by *ustadz/ustadzah* to see the achievement of student competencies after carrying out 7-8 weeks of learning activities. End-of-semester exam (UAS), which is an activity carried out by ustadz/ustadzah to achieve student competencies at the end of the semester. The school level exam is an activity to measure competency achievement that refers to the graduate competency standards (SKL) of religious education institutions.

b.   Principle of Assessment, the assessment of student learning outcomes at all levels in Islamic boarding schools is based on the principle: Fair, meaning that the assessment is based on standard standards and is not influenced by the subjectivity factor of the assessor. Mutakamilah (integrated), means that the assessment by the ustadz/ustadzah is carried out in a planned manner, integrated with learning activities, and is sustainable. Iqtishady, means efficient and effective assessment in planning, implementation and reporting. Shafafy (transparent), means that the assessment procedure, assessment criteria and decision-making basis are accessible to all parties. Shodiq (accountable), means that it can be accounted for to internal and external parties of the school for aspects of techniques, procedures and results. Educational, means educating and motivating students and ustadz/ustadzah.

c.   Assessment Approach, The approach used is a criterion reference assessment (PAK) and an ethical reference assessment (PAE), PAK is an assessment of competency achievement based on the minimum completeness criteria set by the PAE *madrasah* is an assessment that refers to ethical standards set by the educational institution.

d.   Scope, Techniques, and Assessment Instruments Scope of Assessment The scope of assessment of student learning outcomes includes the dimensions of *ta'dib wat tazkiyah, ta'lim wat tadrib*, and *tarbiyah wal maharah,* these three dimensions are accommodated in the content components of the Arabic education curriculum, so that they can be used to determine the minimum or relative position of each student meeting the standards that have been set, while the scope of assessment refers to the scope of the material and competencies of subjects, programs and processes.

e.   The assessment techniques and instruments used for assessment are: Assessment of *ta'dib and tazkiyah* aspects (attitude) The Teachers can assess these aspects through direct and indirect daily observations, self-assessment (*muhasabah an nafs*), peer assessment, and student

diary. Assessment of *ta'lim and tadris* aspects (knowledge) Teachers can assess this aspect through written tests (instruments in the form of multiple-choice questions, matchmaking, short answers and descriptions (essay), oral tests (instruments are a list of questions and memorization) and assignments (homework and projects done by individuals or groups according to the characteristics of the task. Assessment of the dimensions of tarbiyah and maharat (skills). Ustadz-ustadzah get a score on the aspect of worship skills through performance assessment, which is an assessment that requires students to demonstrate a certain physical skill (worship skills) with a practical test.

According to Chittenden, in Abdul Munip, it is stated that assessment activities in the learning process need to be directed to four things, namely:[11] Search: that is, activities carried out to trace whether the learning process has taken place as planned or not. For this purpose, teachers collect various information throughout the semester or school year through various forms of measurement to obtain an overview of the achievement of children's learning progress. Checking: is to find information on whether there are shortcomings in students during the learning process. By conducting various forms of measurement, teachers try to get an idea of their students' abilities, what has been successfully mastered and what has not been mastered. Search: that is, to find and find the cause of the shortcomings that arise during the learning process. In this way, teachers can immediately find solutions to overcome obstacles that arise during the learning process. Conclusion: that is, to conclude about the level of learning achievement that students have. It is very important for teachers to know the level of achievement obtained by students. In addition, the results of this conclusion can be used as a report on the learning progress of students, both for the students themselves, schools, parents, and other interested parties.

The purpose of evaluation in the field of education is to improve the performance of individuals or institutions. Performance improvement efforts must be based on current conditions obtained through assessment or assessment activities. Data for assessment purposes were obtained using measuring tools. A widely used measuring tool in educational assessment is the test. In order to obtain accurate data, the test used must have evidence of its validity and reliability. Thus, improving the quality of education requires valid and reliable measuring tools.

10) **Implement learning strategies.**

The relationship between strategies, objectives and learning methods is described as a system unity that starts from the determination of learning objectives, the selection of learning strategies, and the formulation of objectives, which are then implemented into various relevant methods and techniques during the learning process. Thus, learning strategies are methods that will be chosen and used during the process of interaction between students and teachers and learning resources in a learning environment.

In general, the Arabic learning strategy is adjusted to the language proficiency that will be learned in the learning process.

11) **Evaluate Learning.**

The next step in curriculum development is to evaluate learning as an effort to see the level of success of the learning system which is the result of curriculum development that has

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[11] Abdul Munip, *Assessment of Arabic Language Learning*, (Yogyakarta: FTIK UIN Sunan Kalijaga, 2017)

been carried out. Learning evaluation is an important factor that is one of the benchmarks for the success of the learning process. Evaluation is the process of obtaining the data and information needed to determine the extent and manner of learning, in order to make the assessments and improvements needed to maximize the results. According to Law Number 20 of 2003 concerning the National Education System and 57 it is explained that: evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including students, institutions and educational programs. The position of education evaluation includes all components, namely the implementation process and educational products in total. Evaluation of learning outcomes is to assess the success of student mastery or specific goals that have been determined to hold an evaluation. This evaluation is also called the evaluation of learning outcomes, in this evaluation questions are arranged to measure the achievement of each specific goal or indicator that has been determined. According to the broad scope of the nautical and the distance of learning time are differentiated or formative evaluation and summative evaluation. Formative evaluation is aimed at assessing students' mastery of learning objectives in a relatively short period of time. The main purpose of formative evaluation is actually aimed at assessing the learning process. Summative evaluation is intended to assess students' mastery of broader goals or competencies as a result of learning efforts over a long period of time, one semester a year or during the education level. Summative evaluation has a broader function than formative evaluation.

Evaluation of Learning Implementation includes components that are evaluated in learning, not only learning outcomes but the entire implementation of learning which includes the evaluation of the components of learning objectives, subject matter, learning strategies or methods, and the components of the learning evaluation itself. Stufflebeam et al. (1967) used the CIPP model. This evaluation model is most followed by evaluators because this evaluation model is more comprehensive when compared to other evaluation models.

The CIPP model is a decisionn oriented evaluation approach structured The goal is to assist administrators (principals and teachers) in making decisions. The following will discuss the components or dimensions of the CIPP model which include context, input, process, product. Context evaluation, aims to find out the strengths and weaknesses of the evaluator. By knowing these strengths and weaknesses, the evaluator will be able to provide the necessary direction for improvement. Suharsimi Arikunto and Cepi Safrudin explained that context evaluation is an effort to describe and detail the environment of unmet needs, the population and sample served, and the goals of the project. Input Evaluation which aims to help make decisions, determine existing sources, what alternatives are taken, what are the plans and strategies to achieve the goals. and how the work procedure is to achieve it. The components of the input evaluation include: human resources, supporting facilities and equipment, funds or budgets, and various necessary procedures and rules. According to Stufflebeam (1967), questions related to input lead to problem solving that encourages the implementation of the program in question. Process Evaluation is used to detect or predict the design of procedures or implementation designs during the implementation stage, provide information for program decisions and as a record or archive of procedures that have occurred. Process evaluation includes the collection of assessment data that has been determined and applied in the practice of program implementation. Basically an evaluation of the process to find out how far the plan has been

implemented and what components need to be improved. According to Suharsimi Arikunto, the evaluation of the process in the CIPP model refers to what" (what) activities carried out in the program. "who" (WHO) is the person appointed as the person in charge of the program. "when" the activity will be completed. In the CIPP model, the evaluation process is directed at how far the activities carried out in the program have been carried out according to the plan. Product Evaluation, From the evaluation process, it is hoped that it can help leaders or teachers to make decisions related to the continuation, end, and modification of the program. Meanwhile, Farida Yusuf (2000) explained, that product evaluation is to help make the next decision, both regarding the results that have been achieved and what is done after the program runs. From the above opinion, it can be concluded that product evaluation is an assessment carried out in order to see the achievement or success of a program in achieving predetermined goals. At this stage of evaluation, an evaluator can determine or give recommendations to the evaluated, whether a program can be continued, developed, modified, or even stopped.[12]

12) Evaluate the curriculum

After an evaluation is held in the learning process that uses the development curriculum, an evaluation of the developed curriculum is carried out. Evaluation is also used to see the effectiveness of achieving goals, in the context of the curriculum, evaluation can function to find out whether the set goals have been achieved or not and used as feedback in improving the set strategy.

Each activity will provide feedback as well as in the achievement of learning objectives and the process of implementing learning. The feedback is used to carry out various improvement efforts for the determination and formulation of learning objectives, the determination of the sequence of teaching materials, strategies, methods and learning media. Based on the results of the evaluation, decisions can be made on the curriculum itself, learning, difficulties and necessary guidance efforts.

Arabic in Islamic boarding schools is a mandatory material that must be learned and mastered by students since the beginning of the establishment of Islamic boarding schools. This is due to several reasons, namely: the Quran as a holy book and guideline for Muslims in Arabic, worship rituals in Islam using Arabic, books or books about Islam written in Arabic. Based on this, learning Arabic in Islamic boarding schools aims for students to master the knowledge of the Arabic structure or its Arabic elements, so that what is studied in Islamic boarding schools is focused on Nahwu and Shorof lessons with the aim that students can read the Quran and books in Arabic properly and correctly. The majority of pesantren leaders only follow the existing Arabic curriculum without evaluating or developing.

The current development of science and technology requires development in all fields, including learning Arabic in Islamic boarding schools. This is in accordance with the wishes and needs of the community that Islamic boarding school alumni must also master Arabic language skills in order to be able to keep up with and adapt to the times.

To meet the needs of the community and stakeholders, Arabic language learning in Islamic boarding schools requires development in the curriculum so that the goal of learning Arabic is not only on the language elements but can include Arabic language proficiency. The

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[12] Sholeh Hidayat, *New Curriculum Development* (Bandung: Remaja Rosda Karya, 2013)...p.71

development of the Arabic curriculum has different characteristics from the development of the Arabic curriculum in other educational institutions, because in pesantren there are characteristics of Arabic learning that cannot be abandoned, namely Nahwu and Shorof.

In terms of the Arabic learning process in Islamic boarding schools, using a combination of learning processes that have been going on for a long time, added to a new learning system, namely by using a *maharah*-based Arabic learning system. In accordance with the character of Arabic and other foreign languages, the Arabic learning system is divided into two, namely learning Arabic elements and learning Arabic elements. The learning system of Arabic elements in existing Islamic boarding schools uses classical learning methods, while learning elements of language ability adjusts the character of each student. Like *maharah istima',* the learning system uses a system related to listening using audio media and materials in the form of good sounds. And other *maharah* learning also adjusts each of the *maharah* characters. This is indeed unprecedented in the learning system at Islamic boarding schools, so it will increase the ability of students in their mastery of Arabic.

C. Conclusion

The curriculum is one of the means that determines the success of a learning goal in an educational institution. To further optimize the curriculum, curriculum evaluation and development are needed. The curriculum development in this study uses the model proposed by Oliva, namely by using 12 steps. The model developed by Oliva was chosen because it was considered the most suitable for developing an Arabic language curriculum in Islamic boarding schools. According to Oliva (1988) a curriculum model must be simple, comprehensive, and systematic. As is known until now, the majority of Islamic boarding schools use a very simple curriculum and only continue the curriculum that comes from Islamic boarding schools that were once the place where the kiayi or ustadz were buried. The existing curriculum is very simple and is not even written and is only a mutual agreement, so that in the development of this curriculum a simple development model is used, so that teachers do not find it difficult to apply the curriculum in learning.

In the development of this curriculum, the steps taken are to design curriculum components consisting of four components, namely: objectives, content, process and evaluation, which will be explained as follows:

1.   In the development of the objective component, as the purpose of learning Arabic in existing Islamic boarding schools is so that students are able to master the science of nahwu and shorof, as well as other language elements so that the students are able to read Arabic well and according to the correct rules of nahwu. Meanwhile, in the development results, the purpose of learning Arabic is added to the mastery of students in their Arabic language elements, namely students also have Arabic language skill which include isma, which is able to use their hearing to capture Arabic speech. *Kalam* is able to respond to updates in verbal communication with Arabic. *Qiroah* is able to capture ideas or main ideas in Arabic texts, and kitabah is able to express rhythms, ideas and thoughts in Arabic properly and correctly.

2.   In the development of content components or Arabic curriculum development materials in pesantren according to their objectives, material containing Arabic elements is added, such as: *istima'* material, which is listening to Arabic sounds derived from the voices of native speakers using loudspeaker media to practice listening skills. The *kalam* material is to train students to speak Arabic with materials related to daily activities, as well as other related

activities such as at school, in the market, in the canteen and other conversations related to activities that are often carried out so that it is easier for students to learn it. *Qiroah* material is teaching Arabic readings that are in accordance with the students' abilities. The book material is to provide Arabic writing material that is in accordance with the rules of Arabic writing, both the content and the writing technique.

3.   The development of the process component is related to the strategies, techniques, methods and learning media applied in learning Arabic. In the Arabic language learning method in Islamic boarding schools that has been applied is a classic method that is often referred to as the sorogan method, the bandungan method and the *qawaid and tarjamah* method, while the methods in this development curriculum are methods that adjust to the character of the material being taught, such as the *samiyyah safawiyah* method, the *qiroah* method, the direct method and the mixed method. In terms of learning media, it is very necessary to have media that can support and facilitate the understanding of students in learning Arabic elements and by utilizing current technological and information advances.

4.   In the development of the evaluation component of Arabic learning in Islamic boarding schools, developing the time and also the types of tests that already exist, the time carried out is at the end of each semester in the form of questions related to the Arabic language rules contained in *nahwu and shorof*. In its development, the Arabic language learning test at the *pesantren* is carried out at the end of each material and the end of the semester. The type of evaluation used is a test or questions that are in accordance with the character of the Arabic material being taught, such as *maharoh istima* using a voice listening test in the form of a conversation or text in Arabic, *maharah kalam* using a speaking test both with *muhadatsah* and re-expressing an event, and evaluation related to qiroah using a test to read a text in accordance with the rules of Arabic and being able to understand the reading, and evaluations related to writing using a writing test by following the rules of good and correct writing, and being able to pour out their ideas and ideas with Arabic writing.

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